S
613.705
M36MJh
Spring
1980

# MONTANA JOURNAL

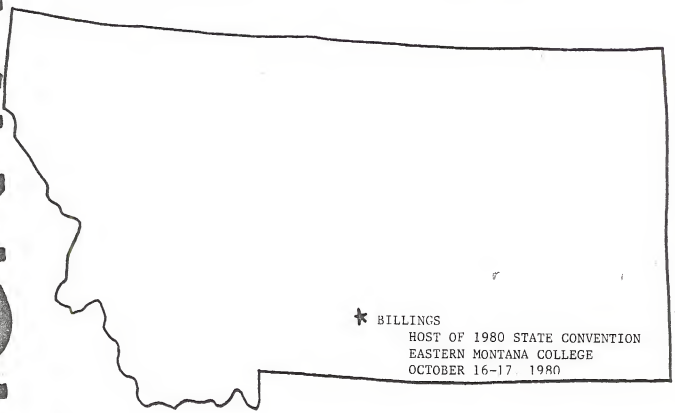
for HEALTH PHYSICAL EDUCATION RECREATION + DANCE

PLEASE RETURN

STATE DOCUMENTS COLLECTION

DEC 12 1986

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620



★ BILLINGS
HOST OF 1980 STATE CONVENTION
EASTERN MONTANA COLLEGE
OCTOBER 16-17 1980

Editor: Spencer Sartorius
President: Pat Wetzel

SPRING 1980

Montana State Library
3 0864 1006 2591 5

# EXECUTIVE BOARD
1979-1980

| POSITION | NAME | SCHOOL ADDRESS | TELEPHONE |
|---|---|---|---|
| President | Pat Wetzel | Laurel Junior High School<br>410 Colorado<br>Laurel, Montana 59044 | 628-6919 |
| President Elect | Spencer Sartorius | Health & Physical Education<br>Office of Public Instruction<br>Helena, Montana 59601 | 449-2500<br>1-800-332-3402 |
| Past President | Dave Oberly | Coordinator of Elementary Education<br>101 Tenth Street West<br>Billings, Montana 59102 | 248-7421 |
| Secretary | Deb Agnew | Bench Elementary<br>Milton Road<br>Billings, Montana 59101 | 252-0733 |
| Treasurer | Emilee DeKam | Physical Education Department<br>Helena Junior High School<br>1025 North Rodney<br>Helena, Montana 59601 | 442-5720 |
| Chairperson/Dance | Dorothy Orr | Physical Education Department<br>Missoula School District #1<br>Missoula, Montana 59801 | 728-4000 |
| Chairperson<br>Health & Safety | DeeAnna Stalnaker | Physical Education Department<br>Carroll College<br>Helena, Montana 59601 | 442-3450 |
| Chairperson<br>Physical Education | Mike Fischer | Physical Education Department<br>Manhattan High School<br>Manhattan, Montana 59741 | 284-3341 |
| Chairperson<br>Recreation | Rick Kendall | Physical Education Department<br>Missoula School District #1<br>Missoula, Montana 59801 | 728-4000 |
| Supervisor of Health, Physical Education --<br>Publications Representative and Newsletter Editor | Spencer Sartorius | Office of Public Instruction<br>Helena, Montana 59601 | 449-2500 |
| PEPI | Roger DiBrito | Physical Education Department<br>Missoula School District #1<br>Missoula, Montana 59801 | 728-4000 |
| Chairperson<br>Athletics | Jude Gleason | Capital High School<br>100 Valley Drive<br>Helena, Montana 59601 | 442-8600 |
| Historian | Frank Reich | Supervisor, Physical Education<br>Missoula School District #1<br>Missoula, Montana 59801 | 728-4000 |
| Student<br>Representative<br>Advisor | Gary Evans | Department HPER<br>Montana State University<br>Bozeman, Montana 59717 | 994-4001 |

FROM THE PRESIDENT -----

The Northwest AAHPERD Convention was held in Portland, Oregon, March 20, 21 and 22. Though it was rainy, there were a lot of signs of Spring with all the flowers blooming.

Montana now has two individuals on the Regional Board. Helen Chrest was elected Secretary and Glenn Iverson was elected to Vice President of Recreation. They will be invited to Seattle September 12 and 13, 1980 for the Fall Board Meeting.

The 1981 Northwest AAHPERD Convention will be held in Seattle, March 26, 27 and 28 at the new Park Hilton Hotel.

MAHPERD has met their square foot obligation each year. Right now, AAHPERD is having some financial problems with the construction at Reston finishing ahead of schedule. This makes the required payments move up a couple of months. The AAHPERD staff is making tremendous budget cuts to meet their financial obligations. Buy a square foot and help your organization.

March 1-7 was designated as National Sports and Physical Education Week. Governor Judge signed a Proclamation in regards to Montana's participation in this week. Many schools took part by doing something special in physical education.

The MAHPERD Board of Directors will meet in Billings, April 19 at 1:00 P.M. If you have any questions or concerns, please contact your Board Members.

Patti Wetzel, President

Montana Governor Thomas Judge proclaims the week of March 1-7, 1980, as Physical Education and Sports Week in Montana. Pat Wetzel, President of the Montana Association for Health, Physical Education, Recreation and Dance, and Spencer Sartorius, Health and Physical Education Consultant for the Office of Public Instruction, watch the signing of the proclamation. The Governor urges all Montanans to work for improvement in physical health and well-being and emphasizes the importance of physical education in schools.

FROM SPENCE-----

Well, the school year is just about over, only a few more track, golf and tennis meets to go. Most of us have been making plans for the summer ----- work, vacation, school or a combination of these.

The Office of Public Instruction and MAHPERD are helping sponsor several workshops you may be interested in. Here are several of them:

| | |
|---|---|
| June 9-13, 1980 | Montana Outdoor Recreation Workshop<br>Montana State University, Bozeman<br>2 credits<br>Contact: Curt Shirer, HPER Department<br>Montana State University, Bozeman |
| June 12-14, 1980 | Montana Tennis Workshop<br>Montana State University, Bozeman<br>Contact: Herb Agocs, HPER Department<br>Montana State University, Bozeman |
| June 18-21, 1980 | Institute on Alcohol and Substance Abuse<br>Eastern Montana College, Billings<br>3 credits<br>Contact: School of Extended Studies<br>Eastern Montana College, Billings |
| July 6-12, 1980 | Pioneer Mountains Elementary Outdoor Education Workshop, Western Montana College, Dillon<br>3 or 6 credits<br>Contact: Lee Spuhler, Continuing Education<br>Western Montana College, Dillon |
| July 7-11, 1980 | Project Adventure<br>University of Montana, Missoula<br>2 credits<br>Contact: Center for Continuing Education<br>University of Montana, Missoula |
| July 20-26, 1980 | Pioneer Mountains Outdoor Education Workshop<br>Western Montana College, Dillon<br>3 or 6 credits<br>Contact: Lee Spuhler, Continuing Education<br>Western Montana College, Dillon |
| August 11-15, 1980 | Coaching Youth Soccer (This will include a soccer camp for kids and a coaching workshop including rules, conditioning, strategy, psychology, and injuries.)<br>Eastern Montana College, Billings<br>2 credits<br>Contact: HPER Department<br>Eastern Montana College, Billings |

MAHPERD President Pat Wetzel and her Executive Board are working hard to make this year's State Convention the best ever. The site will be the Health and Physical Education Building at Eastern Montana College, Billings. Glenn Iverson is the convention manager and says things will be ready for the convention. The dates are set for October 16-17 which is during the MEA Convention. The convention program will include sessions on health, elementary and secondary physical education, dance, recreation, adapted physical education and other miscellaneous topics. It appears to be an exciting convention and I urge you to make plans now to attend.

Reprinted from INSTRUCTOR copyright (c) April 1979 by The Instructor Publications, Inc., used by permission.

# The new PE!

## It has kids jogging, skiing, bowling, dancing

**Betty Flinchum**

● Students at the Dodgen Middle School in Marietta, Georgia, belong to a "Jog Around the World Club" logging over 25,000 miles in a year.

● An entire elementary school in Scarborough, Ontario, works out at the same time every day for 12 minutes, as contemporary music is played over the loudspeaker system.

● Third through sixth graders at the Reisterstown Elementary School in Baltimore, Maryland, take courses in bicycling, bowling, golf, and swimming—with their parents.

These are all examples of what's become known as "the new PE"—physical education that concentrates on getting kids moving and feeling free and fit while developing leisure-time skills they will be able to use their entire lives. Based on the movement education philosophy, more and more schools are adapting it to the new national fitness push.

Whether you're a specialized physical education instructor or general classroom teacher, you can devise a program that not only promotes *physical literacy* for your students but gets you in shape, too!

**What exactly is the new PE?** It is child-centered rather than subject-centered; individualized rather than competitive; integrated rather than isolated; problem solving rather than game and drill oriented, involving all children rather than a few star athletes. Integrated with all subjects or used as an end in itself, it includes jogging, tennis, golf, bowling—activities as simple as a stretch or as complex as interpreting jazz music.

**Why do kids need the new PE?** Each day kids exercise they improve their coordination and help their growing bodies adjust to changes in weight and stature. Studies have proven that by exercising every day, kids lengthen and increase the quality of their lives, cut down their long-term health care costs, provide a vehicle for stress reduction, and expose themselves to sports they can enjoy in the future. The latter is particularly important since it's expected that children today will have much leisure time as adults. But more than that, the new PE makes kids feel good about themselves and more able to tune into their schoolwork.

**Who should get involved in the new PE?** Everybody. The new PE is not based on competition where a child may get a chance to kick a ball once during a game. Since it develops individualized skills, there is no need to segregate activities by sex or ability, and many of the activities are apropos to children with handicaps. Every child can learn to participate in the new PE at his own rate, according to his own ability.

**What about you?** Do you have an urge to be active, too? Is your lifestyle sedentary? Are you overweight? Always tired? Have you lost the vitality to cope with the demands of a teaching day? Are you forever "catching colds" and influenza? Are you exhausted when the school day ends? If you've answered yes to any of these questions, look at what you can do to participate *with* your kids in becoming physically literate.

**How do you start?** Forget everything you know about the traditional, game-centered physical education. A program which offers games in a loud, chaotic, competitively exclusive atmosphere is *not* the new PE. Today's PE is individualized and self-paced in a quiet productive classroom learning environment.

Managing the new PE is somewhat different from the traditional program where lines, circles, drills, and game formations are used. In the new PE *spaces, stations,* and *learning centers* are basic to the self-directed activities. For example, some activities require that children go to an area of a room and find a *personal space* where they are free to move.

*Stations* are used for group formations. Here children practice skills, read printed directions for various activities, and perform a task. Stations promote locomotor skills as well as speed. For example,

1. Divide the class into small groups with no more than four in each one.
2. Assign them one of several stations where they may find directions for an activity. In three to five minutes time, they might do basic movements of walking, hopping, sliding, running—first in their own space then together in a general space.

Distributed by:

Office of Public Instruction
GEORGIA RICE, Superintendent
Helena, MT 59601

SPENCER SARTORIUS, Consultant
Health & Physical Education

3. When finished they move to another station with different activities.

*Learning centers*—not to be confused with stations—may already be established in your class for the study of the human body or metric system, for example. Integrate PE activities as part of an overall study in another area. For example, a math game may be incorporated into the new PE.

**What is the scope and sequence?** Primary youngsters should concentrate on building body skills first. Upper-grade students continue individualized exercises but make greater use of classroom stations and learning centers. Students first learn basic movement concepts and then move on to advanced fitness activities. For example, learning to balance is a prerequisite to gymnastics, basic dance steps necessary for modern dance, water play a prelude to learning to dive. Students who have started basic movement exercises in kindergarten will develop complex skills by fourth or fifth grade.

**What equipment do you need?** You need not spend a great deal of money for equipment. Many of the materials can be made. The one requirement is that there be ample equipment for all children according to their age levels. Children should not be expected to share materials. Acquiring a physical skill needs a great deal of practice. In the new PE, a child may toss, catch, or kick a ball dozens of times. All these encounters help him acquire a skill, coordinate body parts, track a moving object, gain confidence.

This is a major difference from the old PE. Constant contact with equipment increases the heart rate. Children improve their skills more by using their own equipment for 30 minutes at a time than when 35 children, divided into two teams, use only one.

**What should the new PE curriculum include?** Activities that begin with basic movement skills to develop body management, then complex concepts, and ultimately competence in lifetime sports—gymnastics, dance, aquatic skills, golf, skiing, and so on. Divide activities into these five main areas:

1. Basic movement
2. Perceptual motor skills
3. Creative skills
4. Complex sport-related skills
5. Basic physical competence

**Basic movement** focuses on *locomotor, nonlocomotor,* and related *manipulative* abilities. *Locomotor* activities include walking, running, jumping, hopping, crawling, rolling, climbing. *Nonlocomotor* activities include twisting, turning, bending, stretching, pushing, pulling, swinging. *Manipulative* abilities are handling, holding, gripping, grasping, hanging. Try these activities.

1. Play music for ten minutes—rock, pop, disco, whatever kids enjoy. Ask kids to walk, run, jump, twist, and bend as they wish.
2. Play folk or square dance music and dance accordingly.
3. Play a hopscotch game. Mark out a traditional pattern with chalk on the classroom floor.
4. Jump rope to music.
5. Use Hula Hoops to music.
6. Improvise with a jump rope, hopping forward, backward, sideway, or in criss-cross patterns.
7. Walk on wooden beams or lines marked on the floor. Move backward and forward, standing and then stooping.
8. Walk with a beanbag on the head.
9. Jump on blocks or boxes. Make jumping boxes out of sturdy cardboard boxes stuffed full with newspapers. Put the blocks together and jump. Vary the heights of the blocks. Jump on and off.
10. Put down a rubber mat and jump up and down on it. This is good for a corner of a room or at a particular station.

**Perceptual motor skills** Interpreting stimuli is an important part of learning. In a perceptual motor response, a child receives a stimulus, perceives the response, produces the response as the performance of a motor act or movement. These activities improve basic learning—visual discrimination, figure-ground discrimination, tactile awareness, auditory discrimination, and kinesthetic awareness. For example, making body shapes, symbols, numbers, and letters; creating mirror images with a partner; and tracking a moving ball as it bounces. These then lead to playing tennis and other ball games. Have students try these.

1. Play with a foam ball and a target on the wall. (The advantage of a foam ball is that it is noiseless.) Practice throwing the ball at the target which could be a large container or painted face taped to a wall.
2. Hit a balloon up in the air, into a target, or back and forth with a partner. The advantage of a balloon over a ball is that it is slower and allows time to get under and hit it.
3. Throw, catch, balance, and field (roll) a ball against a wall. This is a good prerequisite to such sports as baseball and handball.
4. Use a small paddle and a foam ball or fleece ball (made out of yarn wrapped around a cardboard center). Hit the ball over an object or at a target on the wall.
5. Practice catching a ball in the scoop cut from a plastic milk carton.
6. Establish a corner bowling center. Use a fleece ball and targets made from cardboard quart milk cartons (filled with a little newspaper to keep them upright).
7. Make geometric beanbags—triangles, squares, circles. Try to make the bags hit matching shapes on the target.
8. Color beanbags. Make beanbags of various colors and have primary youngsters match the bag with the color. Red bags go into a red box, blue into blue, and so on.
9. Number beanbags. Tape a number on a beanbag. Give students a total number. They throw various bags into a box to make the total.
10. Wastebasket throw. Stand 20 feet behind a cardboard box or wastebasket and throw a ball or beanbag to practice distance throwing and develop depth perception.
11. Suspend cardboard targets from the ceiling, with geometric shapes cut out of them. Throw a Ping-Pong ball through the shapes.
12. Practice developing skills with both sides of the body whether it's throwing, jumping, or hopping.

**Creative skills** These activities are easily integrated with mathematics, reading, language arts, music, art, and others. They provide immediate feedback and readiness for all learning. For example, they might include expressive movements of mime, interpretation of music through movement, understanding of poetry through movement, drama, and choreography. Have students try these activities.

1. Act out various expressions, concepts, objects, via mime. Use no words, only the body. Have other members of the class guess what the action represents.
2. Using nonverbal communication for dramatic play, create a play about

a health concept (perhaps good tooth care) or a story made up by the class.

3. Create a dance. Then have various groups choreograph part of a piece of music. Put the groups together to complete a class dance.

4. Make musical instruments. Create a drum from a large, old tin can with rubber stretched across the top. Use sticks for percussion instruments. Use whistles and bells or make a triangle out of steel wire. Each child can play a sound from an instrument. Or one child can beat the drum while others move to it.

5. Interpret a poem. This is especially popular in England. A child reads a poem he has written and others act it out. For example, if there's a line "the waves crashed to the shore," children act as waves falling. "A walk in the woods" and "a bird in flight" inspires all kinds of actions.

**Complex sport-related skills** Traditionally, sports and games made up the bulk of the curriculum in the old PE. In the early years, children played "cat and rat" games. By third and fourth grade they played lead-up games and from fifth grade organized games.

In the new PE, sports skills are learned in fourth, fifth, and sixth grades but based on a continuation of individual skill development. The following activities build sports skills.

1. Volleyball practice. Take a foam ball or balloon and hit it up over the nose. Use both hands to keep it in the air. The idea is to practice hitting overhead.

2. String a rope across two chairs. Two students kneel and hit the ball or balloon across the line, a skill necessary for tennis, racquet ball, and others.

3. Swing a ball. Suspend a perforated plastic ball from the ceiling. Use a lightweight plastic bat and practice hitting it—obviously a skill that leads to baseball and other sports involving hitting balls with a stick.

4. Overhand throw. Make a target—a square, triangle, whatever. Practice throwing overhand to develop underhand muscles.

5. Tennis. To get kids ready for this sport, start off with a lightweight foam ball. Throw it or hit it with a paddle against a wall above a certain point.

**Physical competence** These activities include jogging, aquatics, dance, gymnastics, fitness, conditioning, game sports, track and field, tennis, and other individual sports. Try organizing these activities this way.

1. Jogging. The exercise that has executives in San Francisco running through the financial district is good for developing cardiovascular endurance. Form jogging clubs for before-school, after-school, or noon-time runs. Begin slowly with each child running so many times in place. Then, run through woods near school, on nature trails, or on the way to a field trip. Keep charts recording the runs.

2. Gymnastics. Olga Korbut has made this one of the most popular of the new PE activities and includes the best strength building activities. Kids can learn to stand on their heads to strengthen their arms and shoulder muscles. They can tip themselves up from a squat position, kneel on their elbows, or two hands. Once they learn to walk on their hands they can do cartwheels and free exercises. The degree a child progresses though should be a self-set goal. A child should also learn to roll and land safely.

3. Cycling. Form a cycling club—like jogging before or after school—or round up bicycles during assigned periods. Cycle so many miles a day to build up muscles and improve body conditioning.

4. Swimming. Contact a local "Y," high school, or community pool about swimming instruction. Be sure primary kids learn to discover the water first before learning complex moves.

5. Cross-country skiing. Make your own nature trails around school if appropriate or through adjacent parking lots Contact a local ski resort about acquiring instruction. Set up weekend downhill ski lessons if possible.

6. Relaxation skills. Yoga, meditation, relaxation responses are all designed to relieve stress and tension. For example, sit quietly for five minutes. Take an imaginary trip in your mind. Or take a trip through your body. Contract and relax each part as mentioned. Another trick is to do this with each finger, particularly good to relieve tension before or after taking a test.

7. Lifetime Sports. Ask students to select other activities not listed above and form their own miniclubs for archery, racquetball, paddleball, Frisbee throwing, and so on.

8. Special Olympics. Don't forget to include activities for children with special needs. Also, contact your local organization sponsoring local and state Special Olympics.

You can also establish other activities for horseback riding, badminton, canoeing that are interesting to your students and accessible in your area.

For more information, brochures, and a free listing of materials about the new PE, write American Alliance for Health, Physical Education and Recreation (AAHPER), Dept. IM, 1201 16th Street, NW, Washington, DC 20036. □

Betty Flinchum is professor of education at the University of North Florida, Jacksonville.

INSTRUCTOR, April 1979

WRANGLER DIVISION
AMERICAN RED CROSS
SAFETY SERVICES
P.O. BOX 2406
GREAT FALLS, MT 59403

AMERICAN RED CROSS NATIONAL AQUATIC, FIRST AID, AND SMALL CRAFT SCHOOL

When: Sunday, June 8, 1980 Registration 1:00-5:00 pm
Saturday, June 14, 1980 School graduation 3:00 pm

Where: University of Montana, Missoula, Montana
(Grizzly Swimming Pool, Fieldhouse, Classrooms)
Registration Front Lobby, Fieldhouse

Sponsored By: Missoula-Mineral Chapter, American Red Cross, Missoula Montana
University of Montana, Missoula Montana

Why: Basic Courses and Instructor Courses in First Aid, CPR, Canoeing, and Water Safety to qualify people to teach, lifeguard, operate pools.

Tuition: $130.00 per student
All school expenses covered: Room, Board, Books, Supplies

Sound high? Consider the cost of staying in a motel in Missoula for six nights (6 x 21.00); plus meals for 6 days (6 x 12.00) equals (126.00 plus 72.00) 198.00, AND YOU STILL ARE NOT TRAINED IN ANY RED CROSS COURSE.

$65.00 (one-half) Tuition must accompany the registration form below. The balance of $65.00 must be paid upon formal registration Sunday, June 8th at the University.

College Credit: Can be earned; from one to three credits. Additional fee is $25.00 per credit.

---

REGISTRATION

AMERICAN RED CROSS NATIONAL AQUATIC, FIRST AID, AND SMALL CRAFT SCHOOL
University of Montana, Missoula, Montana; June 8 through 14, 1980

Name _____ Work Phone _____

Address _____ Home Phone _____

_____ Date of Birth _____

Select one: MAJOR COURSES

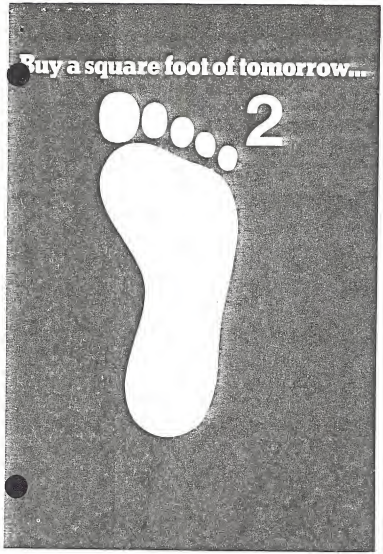
* _____Water Safety Instructor
** _____Standard and Advanced First Aid Instr.
_____Multimedia First Aid and CPR Instructor
_____Canoeing Instructor

Select one: MINOR COURSES

_____Swimming Pool Operators Course
_____CPR
_____Multimedia First Aid
_____Basic Canoeing

* Prerequisites: Age 17; Current Advanced Lifesaving certificate
** Prerequisites: Age 17: Current AFA & FC certificate

PLEASE RETURN BY MAY 23, 1980 TO THE ADDRESS AT THE TOP




**Tomorrow starts today**

When it is completed, our new headquarters will help to launch a new era of program development and professional service for the American Alliance for Health, Physical Education, and Recreation. And realization of this goal will require the support of each and every AAHPER member.

It will cost $1.5 million to construct the National Center. Balanced against the benefits it will provide for the Alliance, the Center is a worthwhile investment in the future.

We know that every current member of AAHPER would like to be supportive of this endeavor, yet few of our members have great personal financial resources for contributing. Therefore, we are asking individual members to buy square feet in the new building.

You can personally help build the National Center by paying for one or more of the 30,000 valuable square feet of floor space it will provide. Each square foot will cost $47 in construction costs to complete.

Every square foot counts. So each square foot you buy at $47 will help us move closer to our final goal.

**Buy a square foot...or two!**

To purchase your square foot of tomorrow, use the convenient coupon attached. The money you pay is fully tax deductible. And you'll even receive a handsome, framable deed to prove your ownership!

Buy one or more square feet (buy two and you can stand on your own two feet when you come to Washington!). Your purchase is the key to the success of AAHPER's building program. Your square foot is the most important in the new National Center. And $47 is a small price to pay for a part of tomorrow.

YES! I'LL BUY A SQUARE FOOT OF TOMORROW.

☐ Enclosed is my check for $_____. Please send me my deed to _____ square foot parcels in the new National Center at $47 per square foot. (Make checks payable to "AAHPER." Your check now provides more funds by saving us administrative expenses in billing. We urge each member to purchase *at least* two square feet.)

☐ Bill me.

☐ Charge to my Master Charge Card #_____ VISA Card #_____

☐ I would also like to make an outright contribution of $_____. Bill me in 2 installments—in June of 1978 and June of 1979.

Name_____

Address_____

City_____ State_____ Zip_____

Contributions are tax deductible.

Mail to: AAHPER AAHPER Development Fund, 1201—16th Street, N.W., Washington, D.C. 20036